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ABSTRACT

This report is a historical study of the growth and development of the Akron Community Service Center and Urban League's (ACSC & UL) educational programs. Emphasis is given to the reasons for the emergence of such programs and how a social agency's educational programs differed from public school programs. An overview of the history and philosophy of the agency is provided. The programs and services offered by the agency in its early years are discussed. Specific educational programs which developed out of these offerings such as the Education and Youth Incentive (E & YI) Program are described and evaluated. Other innovative programs which were developed to deal with the problems and concerns of youth, particularly blacks, are considered. Particular attention is given to the Akron-Summit Tutorial Program (A-STP), the Special Education Program, and the Black Education and Employment Program (BEEP). It is concluded that these educational programs were developed in response to societal needs. It is also concluded that the ACSC & UL's educational programs differed from the public school programs in terms of staffing, formality and structure, curriculum, instructional procedures, and evaluation of student's progress. (Author/EB)

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THE HISTORICAL DEVELOPMENT OF EDUCATION IN A SOCIAL SERVICE AGENCY

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Many years ago James Truslow Adams stated, "There are obviously two educations: One should teach us how to make a living, and the other how to live."[1] To a great extent the fulfillment of both of these purposes has been delegated to the public schools: the first purpose, through its academic preparation, and the second, through its social and cultural activities. Historically, however, the education of blacks has lagged behind that of whites in the American system of education and neither purpose has been fulfilled or until recently even confronted.

In the past several years efforts have been made to compensate for this lag. The decade of the 1960's witnessed many compensatory programs for the less advantaged--the less advantaged being comprised largely of blacks. Concomitant with the compensatory programs, other educational programs have developed outside of the school system, generally to supplement those of the school, but sometimes to supplant those which have not worked. Typical of such "out-of-school" programs are those found at the Akron Community Service Center and Urban League (ACSC&UL), an agency in Akron, Ohio which although classified as a social agency, functions in many ways as an educational institution.

Definitions of educational institutions may vary greatly depending upon one's philosophy of what education is. In this regard, Silberman asserts:

> But if our concern is with <u>education</u>, we cannot restrict our attention to the schools and colleges, for education is not synonymous with schooling. Children and adults learn outside as well as--perhaps more than--in school. To say this . . . is simply to give proper weight to all the other educating institutions in American society: television, films, and the mass media; churches and synagogues; the law, medicine, and

> social work; museums and libraries; the armed forces, corporate training programs, boy scout troops . . . . .[2]

Using Silberman's definition of education, the ACSC&UL is viewed herein as an educational institution which provides educational programs.

Since the methodology of this paper is concerned with historical research, the reader should be alerted to two characteristics of historical research. First of all, as Van Dalen indicates, "Historical knowledge is never complete; it is derived from the surviving records of a limited number of events that took place in the past."[3] Secondly, as Banks has suggested about written history, ". . . written history is a record of events presented from the point of view of the person who wrote it."[4] With these views in mind, the research presented herein can be critically reviewed.

The Problem

Statement of the Problem

With the view in mind of the ACSC&UL functioning as an educational institution, a historical study of the growth and development of its educational programs was conducted. Specifically, the investigation sought to determine: 1) the reasons for the emergence of such programs and 2) how a social agency's educational programs differed from those of the schools.

Importance of the Problem

For over three hundred years the degenerative, costly effects of racism in the United States had been omnipresent and its consequences had been significant. By the early 1970's the culturally disadvantaged were beginning to rebel as the following passage indicates:

> The culturally disadvantaged represent not only a tragic waste of human beings, but a threat to our security and our democratic society. Unless the educational process can give them enlighten-

> ment, they may use their ignorance to strike at the supporting pillars of our society and evidence supports the fact that it has already begun.[5]

The need for educational programs was becoming more apparent to the larger society; the ACSC&UL had acknowledged the problem for some time and had developed programs to meet it head-on.

Delimitations of the Paper

This paper is restricted to an investigation of the academic and motivational programs. Thus, the paper is not concerned with physical education and recreational, or leisure-time activities, although such programs will be mentioned. Since the scope of the paper covers educational programs spanning a fourteen year period--and it focuses on those in descriptive terms--this paper does not in any way purport to be a definitive study.

DEVELOPMENT AND GROWTH OF THE EDUCATIONAL PROGRAMS

The History and Philosophy of the Akron Community Service Center and Urban League

In order to have a reference point from which to view the educational programs within the ACSC&UL, it is first necessary to examine the larger setting in which these programs exist. Thus, an overview of the history and philosophy of the agency is in order.

In 1925, blacks constituted approximately four percent or less of the city of Akron's total population of less than 200,000.[6] Racism was ubiquitous, being most visible by the "invisibility" of blacks in 1) most of the professions; 2) numerous managerial or business positions; 3) attendance at the local college; 4) administrative positions in local government;

5) the city's finer restaurants; 6) the local swimming facilities; and 7) the first floor seats of the city's theaters.

George Thompson, employed at the Young Men's Christian Association (YMCA) as Negro Secretary, was keenly aware of the problem and became instrumental in the establishment of what was to become the ACSC&UL. Limited to helping blacks through recreational work at the YMCA, Thompson saw a real need for the establishment of an independent agency which could better assist them with the diverse problems they faced: limited job opportunities, poor race relations, discriminatory housing, etc.[7]

He pursued his objective and the ACSC&UL was established in March 1925 through a $10 000 contribution from the late Harvey S. Firestone, Sr.[8] Known then as the Association for Colored Community Work (ACCW), the agency received support from the Better Akron Federation, known in later years as the Community Chest[9] and currently as the United Foundation.[10]

The agency was housed for a short period of time in the YMCA before moving to a converted dwelling at the corner of Perkins and Prospect Streets, the site upon which Wesley Temple Church was later erected and remains today. The ACCW relocated twice more to converted houses at 193 Perkins Street and 199 Perkins Street. It was from this latter site that the agency operated until April 1950 when it moved to its present location at 250 East Market Street.[11]

Four full-time staff members operated the agency when it began; namely, George W. Thompson, Executive Secretary; Miss Mary Brown (currently Mary Hogan Smith), Girls' Work Secretary; Chester Tisdale, Boys' Work Secretary; and Mrs. Harriet Bowie, Office Manager.[12] Raymond R. Brown, a part-time employee supervised the evening program activities; assisted with the athletic program; and helped to organize a youth club.[13]

The social work approach to racial problems adopted by the National Urban League in 1910 was the position embraced by the new Urban League affiliate. Its purposes then were: to develop job opportunities; to expand opportunities for recreation and group work; to alleviate the problems of health and housing; and to help in the urbanization of thousands of black citizens flowing into Akron following World War I.[14]

Information regarding the governance, subsequent staffing, and philosophy of the agency indicated that during the first twenty years of operation there existed a white Board of Trustees which handled financial matters and a black Board of Directors which was involved in the operation of the agency. When Raymond R. Brown became the Executive Dirctor in 1945, following the death of George W. Thompson, he bore the responsibility of reorganizing the agency's program, staff, and structure of operation. Three significant changes occurred as a result: 1) an interracial Board of Trustees was established; 2) approval to conduct a capital funds campaign for a new building was affirmed; and 3) the name of the agency was changed to the "Akron Community Service Center." (In 1958, the name was appended to become the "Akron Community Service Center and Urban League.")

When the Mideastern Regional office of the National Urban League was established in 1964, Brown was requested to become its director. Vernon L. Odom, Sr., former Program Director and subsequently the Associate Executive Director of the Akron agency, became the Executive Director and currently serves in this position.

The philosophy of the local agency is best reflected in the Urban League's Philosophy of Operation. It reads:

The basic philosophy and function of the Akron Urban League:

The Akron Community Service Center and Urban League believes that each person is entitled to: Education and training--according to his ability to learn and achieve; A job--according to his ability to perform; A home--in a decent neighborhood of his choice; And community service--public and private--proportional to his needs and the ability of our society to provide them.

It seeks to achieve these goals through social work, education, and community planning.

It does not, nor indeed cannot, speak for the Negroes of this community any more so than anyone can speak for any segment of our society.

It does point up with vigor the breach between our democratic practices and preachments.

It cannot, nor dare it attempt to, control the activities of any group not operating under its auspices.

It is cognizant of and accepts the fact that its program of action is not the only valid procedure that could be employed to solve the problems of intergroup relations in our community.

It does, however, seek to do its work so effectively that the community-at-large will recognize the validity of its approach and method and give broader and more active support to achieve the above goals.[15]

A 1973 newspaper article expressed the agency's function stating:

The Akron agency has always functioned in the dual role of being a community center and also carrying on the Urban League's programs of training unskilled persons and finding employment opportunities.

Traditionally, both nationally and in Akron, the League has played a less militant role than the National Association for the Advancement of Colored People--(NAACP)-- which fights on the legal front for civil rights.

In the effort to open wider opportunities for blacks, the League has become more activist in recent years . . . .[16]

With this broad overview in mind, the specific educational programs of the agency can now be put into perspective.

Educational Programs

After more than three decades of diligent efforts to change the racial scene that existed in 1925, the ACSC&UL was still meeting with resistance along many fronts. Employment was one area in which attempts were just beginning to meet with minimal success. More employers were willing to give blacks a chance--to hire them on their merit. The problem arose, however, as to how blacks could qualify for these positions. The quandary is described in the 1956 Annual Report of the ACSC&UL:

> Of course, the employer's decision to hire on merit may take but an instant, preparation to fill a merit job takes longer. In addition, extra rigid specifications for Negro job pilots and restricted opportunity for on the job training limit "qualified" applicants.
>
> A primary push for vocational preparation is required.[17]

One method of preparation had to be through the preparation of youth in order to make them equal to opportunity. Such a position constituted a considerable undertaking for the agency as the following statement from the 1958 Annual Report reveals:

> But, two career clubs meeting weekly, constant individual conferences, the EOD (Equal Opportunity Day) conference, and the Industrial Relations Institute only begin to scratch the surface if our real aim is a youth decisively better prepared.[18]

One year later, a subsequent investigation of the employment and counseling records yielded a detailed report on eight cases typical of many others who had prepared, but who couldn't find suitable employment. The frustration, despair, and feelings of hopelessness are immediately apparent in the following illustrative example:

> Included in this group is a senior in Business Administration, class '60, interested in bank or hospital employment and a 1959 graduate in accounting interested in mercantile business or bank employment. However, illustrative of the difficulties some of our applicants have experienced is a young man who worked for a

> while as an apprentice draftsman until laid off in 1958. A year later, he sought employment through the League office. The two part-time jobs, one at night and the other in the day, that he held, drained his energy but did not support his family. He had made unusual efforts on his own to find a job by registering at six private employment agencies and the OSES; applied directly to four major rubber companies, four machinery manufacturers, and an engineering firm to no avail. Almost employed once by a boiler firm, he was told later that employees had threatened to strike at the prospect of his employment. This office referred him to a job where he now works and has some supervisory responsibilities but his draftsman skills are not being used.[19]

Thus, a dual problem involving education and employment existed; i.e., blacks were not prepared for the jobs that were becoming available and the jobs for which blacks were prepared were not open to them! Against this background, motivation of youth had to receive great emphasis in order to override the frustration that kept youth from becoming equal to opportunity.

Education and Youth Incentives Department

Emergence of the Department: 1960-63

In the early 1960's there was no clear-cut distinction of educational programs under a specific department. Vocational guidance programs were under the Industrial Relations Department; physical education, club activities, classes, and social and cultural enrichment programs were conducted in the Group Work Department; and community education programs were developed by various staff members.

A brief description of some of these early programs will provide the reader with an overview of the agency's involvement in education during this point in time.

The Industrial Relations Department, staffed by Thomas Augustine, Associate Executive Director in charge of Industrial Relations; Preston Taylor, Industrial Field Secretary; and Harvey Anderson, who filled the position vacated by Taylor, sponsored career clinics, provided vocational counseling, and

gave leadership to a club oriented toward careers.[20] Elaboration upon such programs follows.

One such career clinic for high school students was sponsored by the Industrial Relations Department in cooperation with the Akron Branch of Jr. National Association for the Advancement of Colored People (NAACP) and the National Sorority of Phi Delta Kappa, Beta Iota Chapter Several high school counselors and consultants from business, industry, and the professions served as resource personnel. Such key persons as Herbert Wright, Youth Director of the National Office of the NAACP; Samuel Jones, Vocational Director of the Cleveland Urban League; and Albert J. Dillehay, Member, Ohio Civil Rights Commission addressed the students.

An assessment of the need for strengthening the agency's services, coupled with its concern for reducing the growing problem of high school and college "dropouts," influenced the decision of the ACSC&UL to hire George C. Miller, a counselor in one of the local junior high schools, for the part-time position of guidance director. (Miller is currently Director of Supplemental Services for the Akron Public Schools.) Through the co-operative efforts of Miller and Anderson of the ACSC&UL, and the Director of the Child Study Department of the Akron Public Schools, arrangements were made for the public schools' forty counselors to attend a half-day workshop on "Problems of Counseling Minority Youth."

Remediation became a part of the vocational counseling services. Remedial classes in Mathematics and English were conducted on the elementary, high school, and college levels.

The Industrial Relations Department also provided activities and tours to local industries for the Tomorrow's Scientists and Technicians' Club (a club initiated in the fall of 1958 for senior high school students).

Under the direction of Vernon Odom, Sr., Associate Executive Director in charge of Program; Gwendolyn Gary, Program Secretary; and Clifford E. Gates, Health Education Secretary, the Group Work Department's contribution to the educational programs included swim meets, lifesaving instruction, swimming classes for elementary school youngsters; organized basketball leagues for boys and girls; special physical fitness programs for adults; and sports clinics. Saturday crafts classes; dance classes; and adult art, sewing, and millinery classes were also offered. A day camp program provided recreational and educational activities for elementary school children in the summer. Adult and youth clubs carried out a variety of organized activities.[21]

In its untiring efforts to make the public cognizant of the ACSC&UL's role, various staff members coordinated a third type of educational program: namely, the community education and public information program.

One such contribution toward educating the public was the outstanding series of lecture-discussions on Negro histroy conducted once a month at the ACSC&UL by Dr. Edgar A. Toppin, Associate Professor of History at Akron University. The topics of the Negro History Forums included: 1) African to the New World: Rescued from What? 2) The Plantation Slave: Was He Content? 3) Freedom Through Civil War: On a Platter or Earned? 4) Negroes in the Reconstruction Legislature: Proven Unfit to Govern? 5) Washington-DuBois Controversy on What the Negro Needs: Who Was Right? 6) Supreme Court Decision of 1954: Revolution or Evolution?[22]

Another vehicle for community education was--and continues to be--the agency's radio program, "Center Talks," heard every Sunday night over WAKR, one of Akron's local radio stations.[23] Outstanding youth, young adults, educators, social workers, prominent citizens, and many others have been presented to the public.

Such programs as outlined in the previous pages were typical of the programs developed in the Group Work and Industrial Relations Departments for the first three years of the 1960's. However, during the fall of 1962, the Industrial Relations Department, in cooperation with the Group Work Department, felt there was a need for developing an Education and Youth Incentive (E&YI) Program which would include groups from the local junior and senior high schools.[24] Thus, elements from both departments (vocational guidance programs from the Industrial Relations Department and the physical education and youth group programs from the Group Work Department) merged and the E&YI Program began.

The program was designed to give the necessary remedial/tutorial assistance to students experiencing difficulty in school in order to help motivate them to achieve. At the same time, the program aimed to provide incentives to youths through acquainting them with the opportunities which would be available to them if they were able to accept the challenge of equal opportunity. To meet the latter objective, the agency sponsored a highly successful Equal Opportunity Day program on November 29, 1962, to familiarize black youth with the opportunities then available to them.

The ACSC&UL's commitment to satisfy the academic needs of youth and to involve parents toward this end is reflected in the following statement:

> To develop through training, the maximum potential of our youngsters is still one of our biggest jobs. To this end, the department misses no opportunity to define the responsibility of parents to their children in giving them proper incentive and guidance toward gaining a higher education (in) technical school, trade school, or college.[25]

Although established as a program in October, 1962, the E&YI Program developed into a department by 1963 and continues to focus upon youth.

E&YI Department: Emphasis on Motivation

From its inception the E&YI Department has focused upon meeting the educational needs of youth in line with the philosophy of the directors who administered the department. Although each of the directors has brought with him his own distinct personality and philosophy of how to best meet the educational needs of black students, two common purposes have appeared in each of their educational programs: 1) educational programs can provide the motivational vehicle by which black youth become better prepared to help themselves meet the challenges of the future; and 2) educational programs can provide a framework in which white and black populations can gain an understanding of and a respect for the common good in those who are different, and thereby improve race relations.

Inherent in the first purpose was the need to provide educational programs designed to meet specific academic needs and to develop the physical, social, and cultural aspects of students. The E&YI Department embraced all of these types of programs. However, since the focus of this paper is on the specific programs which have made a contribution toward the academic education of young black people, the physical education programs--although certainly meeting a very definite need--will not be examined. The social and cultural programs will be mentioned in terms of their motivational aspects.

The second purpose, although a bit more subtle, was however, no less important. For unless improved race relations became a reality, blacks could make little appreciable gains in becoming employable regardless of adequate education and appropriate preparation.

An examination of the program designed to meet the first purpose--motivating black youth to help themselves in meeting future challenges--indicated a tailoring of programs relevant to the students' needs.

Beginning in 1963, under the direction of Clifford E. Gates, the objective of the educational programs was "to provide incentive and motivation of our youth in order to raise the educational, social, and cultural levels."[26] During that year students participated in parent and youth workshops and career clinics. They attended theater productions at the Karamu House in Cleveland and visited various churches, TV stations, and the Art Museum.

A significant tutorial project, which subsequently became the Akron-Summit Tutorial Program, was initiated that year. Since that program developed into a very extensive one, it will be traced in the next segment of this paper. It is sufficient to note here that the program began as a part of the Education and Youth Incentive Department in order to meet the academic needs of students. In addition to the tutoring program, the department instituted special classes in speech therapy and remedial teaching.

During 1964, Lu David Wims (who became Athletic Director of Central State University in 1973) succeeded Gates as director of the department. He expanded the program to meet the challenges and recognized problems of the youth participating in the agency's program and the community at large. Thus, in addition to continuing the types of activities to which the students had formerly been exposed, e.g., touring industries, counseling and guidance, cultural field trips, etc., the students visited college campuses and two youths attended the National Urban League's Conference. The aim of these programs was to help youth prepare for a future in the highly technical society they would soon be entering.[27]

In 1965, Moses Norrell, became the director of the department and served in that position for the next several years. Norrell believed strongly that: 1) solutions to many of the problems in youth can be provided by well planned and administered programs; 2) youth programs could be instrumental in training young people for leadership; and 3) the

ACSC&UL's E&YI's program provides an opportunity for youth to explore job and educational opportunities, communicate with community leaders, exchange ideas among themselves and other groups, and to work together on service and self-help projects.[28]

With such a philosophy in mind, he endeavored to present youth with the opportunity to participate in formal and informal educational activities that provided for social, cultural, recreational and creative experiences.[29] The years under his direction witnessed the following specific educational activities: 1) publication of a monthly newsletter, "The Voice," for all youth clubs); 2) workshops for: a) counselors and school administrators, b) group leaders, and c) youth club members; 3) participation in the Mid-eastern Regional Youth Conference; 4) field trips to cultural and educational organizations; 5) extensive tours to industry; 6) participation in career conferences and Tri-City Equal Opportunity Day at Western Reserve; 7) social activities (dances, swimming programs, banquets, and picnics); and 8) apprenticeship seminars.

Late in 1965, the E&YI Advisory Committee submitted a proposal to the Board of Directors to secure a bus for agency use. The purchase of the bus in 1966 helped to ensure the continued expansion of the program.

The effectiveness of the motivation that youth experienced under Norrell's influence is evidenced in a newspaper article which related one of the clubs' endeavors:

> The Men of Directors (MOD), Inc., one of ten Youth Incentive groups sponsored by the ACSC&UL made plans to sponsor cabaret-style entertainment and dances in order to raise money to provide college scholarship money to needy students.[30]

Early in 1969, Rodney Dingle replaced Norrell as the director of the E&YI Department and served in that capacity until 1978. One of Dingle's first considerations was to reach out to include more youth of differing social

strata with an end toward serving a broader socio-economic spectrum. With the assistance of his assistant director, Mrs. Janie Wheeler, and his group leaders many youth were recruited who became active in the agency's programs.

Since the E&YI Department was built around youth groups, Dingle felt a second important consideration should be to develop leadership qualities in young people. Therefore, many of his efforts were aimed toward instilling in youth a sense of responsibility which would enable them to help those less fortunate than they.

In order to meet this objective, approximately five years ago, Dingle directed his efforts toward developing a project entitled "Operation Care," a project wherein each youth group raised money to contribute to a fund to provide clothing, school supplies, etc. to needy elementary children. Subsequent youth groups have been involved similarly in, "Project Share," co-sponsored with the agency's Community Organization Department, directed by Miss Mary Winston. Under "Project Share," each youth group had at least one service program per month.[31]

For the next several years, Dingle continued the types of activities initiated by his predecessors and enlarged upon some of them. In addition, to those already mentioned, the innovative projects developed under his administration include:[32] 1) a scholarship seminar which offers parents an opportunity to meet with college officials to gain information helpful in enrolling their children in school; 2) a fall retreat (designed to promote leadership) which focuses upon discussions on black history; the problems of drug abuse; the concerns of youth in general--and blacks in particular; 3) a Special Educational Program for tutoring adults and youth (This program will be enlarged upon in the next segment of this paper); 4) a Community Education Information Program designed to increase parents' interest,

knowledge, and concern over their children's education; and 5) a Fall Family Camp Program proposed and designed in conjunction with the Community Organization Department. The educational component was designed to help strengthen black families and to familiarize them with the educational system.

Programs proposed to meet the second objective--improving race relations--were not as extensive as those which sought to uplift black youth. Although not as extensive in scope, the programs nevertheless were extensive in effect. While Gates planned programs that called for participation in interracial projects, Wims' programs focused upon involving youth in forums on human relations. Two students who had the privilege of attending a Human Relations Workshop at Princeton University were later invited by the Jewish Center to attend a meeting in Detroit.[33]

Norrell believed in providing valuable opportunities for interracial activities that would prove to be not mere fellowship, but a learning experience for individual growth. One of the contributions toward that end was a panel discussion by youth on 'What's Wrong with Our Schools?." As a result of the grievances expressed on the tapes of that discussion, Conrad C. Ott, Superintendent of the Akron Public Schools formed a student bi-racial committee.[34]

Further efforts toward improved race relations resulted in the establishment of an Inter-racial Youth Council designed to establish dialogue and rapport between urban and suburban youth.[35] Many of the more recent attempts toward racial harmony have been through the athletic and recreational programs.

Various persons have served as chairperson to the E&YI Department from its inception through 1968. Donald Henderson (1963-65), Dale Perry (1965-67), and Shirla McClain (1967-68) have given guidance and support to the programs.

Tutorial Services

Whereas, the educational programs of the E&YI Department emphasized motivation --through exposure to social and cultural activities; career clinics; college visitations; tours to industry; and opportunities to develop leadership--perhaps the largest programs evolving from the department have been two tutorial projects: the Akron-Summit Tutorial Program (A-STP) and a Special Educational Project. The development and growth of these tutorial services will be the focus of this segment of the paper.

Akron-Summit Tutorial Program

The A-STP began in the summer of 1963. The idea for the project came from two Yale University students, Thomas Roderick of Silver Lake, Ohio and Gary Piper of Akron, Ohio. Roderick and Piper were active in the Northern Student Movement, a group that had set up tutorial programs in the East. Together they decided that Akron could benefit from such a project. They discussed their ideas with Attorney William Howard Fort who passed the idea on to the ACSC&UL's officials. When the ACSC&UL responded favorably, Piper and Roderick recruited thirty-three tutors and the ACSC&UL began a campaign to recruit students needing help.[36]

A part of the rationale behind such a project was that a major reason for trouble in learning is cultural and economic deprivation. Thus, college students and other members of the community could volunteer time and/or knowledge to help the less advantaged students who needed remediation. As the project got underway, it was felt that the project also served to break down racial barriers as much with the tutors as with the students, and the tutors developed a greater understanding of the problems facing blacks.[37]

At its inception there were ninety-five tutees tutored by forty-five tutors who worked in the day and volunteered their time in the evenings.

Once the program was established, two students, Mrs. Mary Paolucci and Mrs. Linda Stein, and two University of Akron professors, Walter Lehrman and Donald Henderson (who later became the Associate Provost at the University of Pittsburgh), continued the project during the fall and winter.[38] New tutors were recruited from students at the University of Akron, Kent State University, and Hiram College with a sprinkling of professional men and women from industry to help with scientific and technical subjects. In addition, publicity through newspaper stories and programs at the University of Akron provided additional means of recruitment.

Since the program was strictly voluntary, funds were not available for staff, space, or books. Students and tutors met at homes at convenient times or used space provided by the ACSC&UL, Firestone Conservatory of Music, East Akron Community House, and the Wooster Avenue Church of Christ. Textbooks were made available to the tutors through the Akron Board of Education. In addition to providing space, the ACSC&UL furnished secretarial help, office supplies, and served as a contact point for youngsters seeking aid.[39]

In 1964, a paid director was hired by the ACSC&UL to head the program. All other staff members were volunteers.[40] Gary Piper directed the program (known then as the Akron Tutorial Project) which had grown to 220 tutors and 265 tutees, involved in a one-to-one tutoring service. In addition to the tutoring, cultural and social enrichment activities were provided both tutor and tutees. One of the highlights of the year was a retreat at Hiram College for the tutors. This conference was designed to enlighten the project tutors about the program and purposes of the tutorial idea.

Although instrumental in beginning the project, Piper only remained as director one year. His efforts had been widely felt and his personality

and vision are captured in his remarks about the project:

> In the midst of numerous programs designed to preserve and renew the beauty of our urban areas, the Akron Tutorial Project represents an effort to conserve our nation's and Akron's greatest natural resource, its only ultimate source of beauty and growth--its people (and especially its young people).[41]

Funding was ultimately obtained in 1965 for the A-STP, the oldest poverty program in Summit County, through the Summit County-Greater Akron Community Action Council (CAC),[42] and the University of Akron joined the ACSC&UL as a local co-sponsor.

That year, James W. Gramentine secured a leave of absence from his position as history instructor at Western Reserve and replaced Piper as the director of A-STP. Under Gramentine's direction, five more centers were opened (in addition to those at the Centenary Methodist Church and the ACSC&UL) and by the end of 1965, 534 tutors were working with 594 tutees--which as far as could be determined at the time was an all-time record for any single tutoring program in the nation.

Concerned not only with the project's continuation and expansion, Gramentine felt that the project must also devote great energy to improve the quality of the tutoring taking place. It was his belief that the tutoring experience was potentially valuable for both tutee and tutor as well.[43]

When Walter Lehrman succeeded Gramentine in 1966, he envisioned one major goal: helping the disadvantaged children of the community improve their condition and become fully participating citizens in the American society. Thus, despite financial problems due to delays in OEO funding, Lehrman worked hard to continue and operate the project at approximately the same level as previous years. A benefit concert by Mr. Pat Pace was held in December as funds were being depleted. The proceeds from the concert enabled the project to continue with a reduced staff through February 1967.[44]

Upon Lehrman's return to his position as English professor at the University of Akron, Thomas Fuhrman, Geauga County Correctional Officer, was appointed to the position of director of the A-STP in 1967.

During his tenure many changes occurred.[45] Three of his initial goals were: 1) to help children achieve in school through tutoring; 2) to encourage children to have better self-concepts; and 3) to make the children more aware of the world around them through cultural trips and visitations to the home, church, and world of the tutor.

With these goals in mind, Fuhrman and his staff devoted themselves toward making these aims a reality. Each year there was evidence of analysis and evaluation in terms of how to improve the program. Some of the major accomplishments during the first four years of Fuhrman's administration were: 1) evaluation of the program through questionnaires distributed to teachers for their assessment of each child being tutored; 2) an annual increase in the number of tutorial centers in operation--one of these being a center at the Summit County Juvenile Detention Center; and 3) an emphasis upon tutors and parents as agents of change.

Perhaps the overall achievements under Fuhrman's direction are best described in segments from a special report which Fuhrman prepared in February 1973.[46] He states:

> For the past seven years the Akron-Summit Tutorial Program has, among other things, attempted to help children improve their reading skills. Over 5,000 high school and college students and concerned community people have volunteered over 150,000 hours tutoring 4,500 needy children (tutees) in the greater Akron area, children who were generally one and two years behind in reading. On the average, 350 children twice each week are provided individual assistance. Annual year-end questionnaires to teachers indicate 75% of the tutees improve their grades, attitude and/or behavior while being tutored; and 58% of the teachers attribute the improvement to tutorial. A comparison of tutees and non-tutees (children referred for tutoring, but never tutored due to a lack of tutors) last year revealed that

> 92% of the tutees' grades improved or remained the same while this was true for only 54% of the non-tutees. More significantly, only 8% of the grades worsened compared with 46% of the non-tutees. Also evident was when tutoring was discontinued many children regressed. In other words individual help does not teach all kids to "swim," for some it simply teaches them to "tread water."[47]

Regarding changes in philosophies, program emphasis, and methods of operation, Fuhrman asserts:

> Philosophies, goals and procedures have changed drastically over the past three years as A-STP has moved from a predominantly evening, neighborhood center, buddy program to a daily, in-school, academically oriented program. Former emphasis was on the relationship between tutor and tutee hoping that academic success would somehow occur as a result of love and better race relations (65% of the tutees are black, 85% of the tutors are white).....[48]

The program still recognizes the importance of caring and self-esteem but has changed its procedures to meet its objectives. Seven years ago the A-STP decided that the best way to meet children's academic needs and aid in improving the schools was through the incorporation of teacher-trainees as tutors. After much planning this mode of procedure became a reality. Currently, all freshmen at the University of Akron, desirous of pursuing a teaching career, are required to take Participation 515:100 which entails tutoring for the A-STP.

Of the four program innovations which went into effect in 1973, two--moving the program into the schools and requiring University of Akron's Elementary Education majors to tutor--have already been mentioned. A third innovation was to remove a teaching of reading class from the University of Akron and to relocate it at Miller Elementary School where teacher-trainees could learn by tutoring within the actual classroom setting. The fourth innovation involved adding black history and relevant reading materials to most of the curricula.

Program services have been numerous and diversified. A summary of the services in 1973 indicated that the program provided: 1) individual assistance to over 300 low income children twice weekly, at eleven locations, (with the emphasis on reading improvement); 2) tutorial services to juveniles while in detention at the Summit County Juvenile Court Center (A unique service in the nation); 3) an early teaching experience for credit for over 300 education majors at the University of Akron; 4) a diagnostic case study in reading with recommendations for 100 children annually; 5) tutorial services for Model Cities' employees attending the university; 6) employment for approximately fifty low income university students through the College Work-Study Program; 7) a ten-week summer program (Project Discovery)--in conjunction with the university--whereby fifty low income high school students attend classes for college credit, receive meals and career counseling and engage in various arts programs; 8) annual scholarships and transportation for ten low income preschool children to the nursery school at the University of Akron; 9) summer employment for forty-five Neighborhood Youth Corps students who are trained to tutor primary grade children daily (Pre and post testing indicated that the tutors improve their reading abilities much more than the tutees); 10) a monthly newsletter to tutors, parents, teachers, and community agencies conveying information regarding "alternatives" in education; and 11) office space and an atmosphere which encourages all segments of the community to stop in and discuss current educational issues.

The A-STP was one of the ten largest tutorial programs in the country in 1973 and the only one funded by the U.S. Office of Economic Opportunity (OEO) in the Chicago Region (six states). Evaluations by OEO and the local United Community Council rated the A-STP one of the three most effective poverty programs. At that time the program received the majority of its

funding from OEO and Model Cities. The University of Akron contributed some funds and both the ACSC&UL and the University of Akron made in-kind contributions.

Horace St. John Stewart, for whom one of the Akron Public Schools is named, served as chairman to give guidance and support to the program from its inception to 1968.

Special Educational Program

Unlike the A-STP, the second tutorial project which emerged from the E&YI Department developed along different lines and for quite different reasons. The unheard cries of the ghettos across the nation had led to looting, burning, and general civil disorder. The National Urban League saw fit to address itself to those unanswered cries in order to meet the unsolved problems of being both black and poor. Thus, a re-direction was called for, one which would stress social change rather than social service. This shift in philosophy became known as the "New Thrust" which started in 1968.

In speaking about the "New Thrust," Vernon Odom, Sr. stated:

> .....the "New Thrust," symbolizes a significant shift in policy and program emphasis. It recognizes our unmet challenges of the present. Accordingly, the League is dedicating itself to build the internal strength and power of the ghetto, while simultaneously accelerating the process of, and push for, integration.[49]

As a result of the agency's new emphasis, projects were created in the direction of the "New Thrust." One such project, proposed in November 1969 was a Special Educational Project. Its purpose was to establish a personalized instructional and tutorial service in the Wooster Avenue area for the secondary youth, drop-outs, and adults residing in the area. Generally, the stated objectives of the program sought to prepare persons for: 1) the General Education Diploma (G.E.D.) examination; 2) college entrance examinations; 3) entrance into apprenticeship programs; 4) civil service examinations (or other required job placement examinations); 5) self-

improvement for job employability; 6) academic success to reduce school drop-outs; and 7) improved academic success among athletes.[50]

The proposal called for a counselor-supervisor who would coordinate all referrals from the school, the E&YI Director, LEAP Program Director,[51] and OJT Director;[52] interview and advise each intake; supervise the testing; evaluate the results and assign each tutee into a tutorial process; supervise the teachers, assign them tutees; and assume the responsibility of the total program.

The program became a reality in January 1970 through a $25,000 grant from the Sisler-McFawn Foundation, a community trust created in 1960 by the late Lois Sisle whose family helped to found Firestone Tire and Rubber Company.[53]

Odom asked George Miller, then director of South High Skills Center, to head the project. Miller had previously served as the coordinator-counselor for the Goodyear Pre-Apprenticeship Training Program, an experimental "work-ship" (scholarship with work as a goal) training program, financed by Goodyear Tire and Rubber Company and co-sponsored by the ACSC&UL and the Akron Board of Education. The purpose of that program--a special effort program and a first in Akron--was to prepare candidates for Goodyear's Apprenticeship Program or other employment in the factory.[54]

Over its years of service, the Special Educational Program has been staffed by tutors who teach in the city's culturally disadvantaged schools; are counselors in those schools; have professional backgrounds in a special area; or have some college preparation.

Miller suggests that the staff is the motivating factor in the program and must be multiply skilled in various disciplines because the program is open and must remain flexible.[55] One result not anticipated among his staff was the job promotions of twelve of the eighteen tutors who participated

in the program.[56] (Such promotions occurred in the tutors' private employment, not as tutors in the program.)

The project later operated from two centers--the United States Service All Building (the site of the Urban League's Wooster Avenue office) and the ACSC&UL headquarters at 250 East Market Street. It had been broadened to serve youth and adults not only in the Wooster Avenue area, but in the larger community as well.

The areas of instruction clustered around mathematics, reading, science, language arts, commercial subjects (typing and shorthand), and general education.[57] Evaluations were based upon the criteria of success for a given tutee, i.e., evaluations for students were made in terms of grade improvement, but for adults and youth who were seeking a particular job, evaluations were based upon securing that job, etc.

In terms of success, many facts and figures document the effectiveness of the program. Rather than cite these, the following quotes will serve as an indicant:[58]

> One of the tutorial project's greatest strengths is its "instant curriculum" or cash approach. Someone needs help with a particular aspect of mathematics or grammar but can't afford the time to go all the way through a night school course. He wants instruction aimed specifically at helping him get a job he has his eye on.
>
> William Threatt, Jr., who tutored in the program until he took a job with the City Planning Department stated, "This program is a real beginning. Up to this time, we had nothing like it. We need it."
>
> The Special Tutorial Project has been a help to these disadvantaged since January 1970 and has proved successful. It has served as a supplemental reinforcer, a direct teaching agency, and a remedial force for all who have sought its help. The project has given hope and dignity to many who have found jobs and a place in American society. They have begun to take a new lease on life and a new look into the future.[59]

Black Education and Employment Program

The foregoing sections of this paper have focused upon the educational programs from two aspects: motivational (under the E&YI Department) and academic (through the tutorial services provided by the A-STP and the Special Educational Project in the E&YI Department). The focus of still another educational program--the Black Education and Employment Program (BEEP)--combined both the motivational and academic preparation aspects and added one more dimension--scholarship assistance to educate blacks to be more knowledgeable of and more qualified for the new and different types of employment existing in the Akron area.

In addition to the new point of emphasis, this educational program differed from the former programs in two other ways: 1) it became a cooperative effort involving the total staff from the agency's various departments (OJT,LEAP, E&YI, USA,[60] and Community Organization); and 2) it was assisted in its efforts by an advisory council, a very important arm in getting the job done.

The program was administered by the Akron Urban League Advisory Council (AUL-AC) composed of ACSC&UL staff members, board members, and volunteers from the local community. Dr. Dale C. Perry, then Senior Research Chemist at Goodyear Tire and Rubber Co., presided over the AUL-AC.

At a December 1972 meeting the ACSC&UL established education and employment as the top priorities of the agency. Three staff studies completed early in 1973 revealed the following:[61]

1. Black full-time enrollment in Ohio undergraduate, graduate, medical, dental, and law schools was found to be extremely low. Black full-time enrollment at Akron University and Kent State University was found to be less than 8% and 6% respectively (Based on 1970 Federal Government Publication)

2. Black employment progress in Akron business and industry during the period 1960 through 1970 was less than desirable especially

on the high paying white collar job classification. (In 1970, blacks held only 7.1% of the white collar positions in Akron).

3. There exists an educational gap between Akron blacks and Akron whites. (The median educational level of Akron blacks is more than two years lower than the median level for Akron whites.) There also exists a credibility gap between Akron blacks and the business and industrial sector (Many blacks do not believe that certain positions are available to them in business and industry even if they have the "right" education and/or training.)

At approximately the same time as the staff studies were being conducted, Shirla McClain, chairperson of the agency's Program Committee, was organizing volunteers to serve on advisory committees to the agency's various departments.

As a result of the agency's commitment to its priorities, the staff studies to support its position, and the formulation of advisory committees, it was determined that a unified effort could contribute significantly to meeting the critical needs of blacks in terms of education and employment. Thus, the several advisory committees joined with the ACSC&UL staff members to form one committee, the AUL-AC. Through the efforts of this committee BEEP was developed.

In order to make any real impact upon the community, the AUL-AC put into motion a plan of action which would make blacks more qualified for the new and different job opportunities existing in the Akron area. The plan of action was announced at a press conference on July 27, 1973. Four specific segments were incorporated into the plan: 1) public relations; 2) education; 3) finance, and 4) scholarship. Committees were set up to operationalize each segment.

One of the more tangible results of BEEP was the opening of the Akron Selected Skills Enrichment Training (ASSET) Center for the purposes of teaching marketable data processing related skills to unemployed and/or underemployed persons of the Akron Metropolitan area.[62] The organizations which partici-

pated in this joint venture were the ACSC&UL, the IBM Corporation, and the Economic Development Program (EDP).

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

An examination of the history of the ACSC&UL indicated that the agency began in 1925 out of a need to assist the city's black population in solving the problems it faced in housing, employment, education, etc. due to racial discrimination. The philosophy of the ACSC&UL was oriented toward social services to provide that assistance.

Thirty-five years later, these problems still existed although to a lesser degree. As advancement in employment opportunities for blacks began to occur, blacks were faced with the problem of not being qualified for these merit jobs. A second problem existed in that the jobs for which blacks had prepared were not available to them. Frustration and despair were the by-products of such prevailing circumstances.

The agency realized that if blacks were to become equal to the opportunities becoming available to them, they would have to be prepared for such opportunities in their youth. In addition, if youth were not to meet with hopelessness, they had to be motivated to higher aspirations that could be realistically fulfilled. With these facts in mind, the ACSC&UL created the E&YI program in 1962. In 1963, the program evolved into a department which focused on youth in order to provide them the incentives and exposures that would encourage them to seek higher education.

As the department grew, it gave rise to two tutorial projects--the A-STP in 1963 and the Special Educational Program in 1970. The A-STP was created to provide remedial tutoring services to less advantaged elementary school children. Beginning as a volunteer program housed at the ACSC&UL, it grew

from a "buddy" tutoring system to an in-school program which, in 1973, incorporated University of Akron teacher-trainees as tutors. The Special Educational Project was created when the ACSC&UL met the challenge of the "New Thrust"--an appeal to meet the problems rising from the ghettos. The program began in 1970 to serve the secondary school youth, drop-outs, and adults who resided in the South High School area. As it expanded, however, it served its original population as well as persons in the city at large. The program's tutorial services were aimed at helping blacks pass necessary examinations to further their academic/vocational pursuits.

Because of the agency's priorities on education and employment, three staff studies related to these areas were conducted in 1973. Simultaneous efforts to organize volunteers to serve on advisory committees to each of the ACSC&UL's departments resulted in a pooling of staff and volunteer efforts. The AUL-AC was formed and BEEP emerged. A plan of action was developed that involved four subcommittees: 1) Public Relations; 2) Education; 3) Finance; and 4) Scholarship. Each committee functioned to accomplish its stated objectives.

Conclusions

The findings of the study led to two major conclusions. First, that the chronological emergence of educational programs were in response to societal needs to: 1) increase equal opportunity; 2) provide compensatory education; 3) address civil disruptions; and 4) maximize educational and employment opportunities. The specific programs and/or departments created to meet such needs were the Education and Youth Incentive Program, the Akron-Summit Tutorial Program, the Special Educational Program, and BEEP, respectively.

The second main conclusion was that the ACSC&UL's educational programs differed from those of the schools in terms of: 1) staffing; 2) formality

and structure; 3) curriculum; 4) instructional procedures; and 5) evaluation of student's progress.

In terms of staffing, those who were employed to work in educational programs were generally college graduates or persons with some college experience. However, approximately half of those who taught or assisted in the programs were not specifically trained to be teachers. For example, some of the "teachers" were from such diverse disciplines as: chemistry, secretarial science, physics, architecture, nursing, or military service.

Moreover, the ACSC&UL provided qualified leadership to perpetuate qualified leaders. The promotion of the tutors in the Special Educational Project, the caliber of directors for the A-STP, and the qualifications of the ACSC&UL staff all testify to this fact. As has been noted earlier, former staff members and volunteers who have worked with the agency have attained important leadership positions.

Approximately twenty-five years ago, George C. Miller began to work with the agency when he was a teacher: Miller later became Director of Supplemental Services for the Akron Public Schools. Dale C. Perry, Lu David Wims, and Donald Henderson obtained Ph. D. degrees early in their careers. Dr. Perry became Senior Research Chemist at Goodyear Tire and Rubber Co. (Akron, Ohio); Dr. Wims, Director of Athletic Department at Central State University; and Dr. Henderson, Associate Provost at the University of Pittsburgh.

In regard to formality and structure, while lessons were structured and well organized, the instruction occurred in a more informal environment, i.e. no bells rang to begin or end classes; no lesson plan books were filled out; and no dress code for "teachers" or students existed. Curriculum content was tailored to meet very specific needs of students and was generally based

on: 1) diagnostic test results; 2) referrals from counselors, teachers, social workers, etc., or 3) self determined needs.

Instructional techniques involved a variety of procedures such as individual tutoring, group discussions, field trips, large group instruction, lectures, etc. dependent upon the nature of the program and the needs of the student(s).

Evaluations also occurred in diverse methods and were generally measured in terms of meeting specified predetermined criteria. Improvement in grades (for young students in the tutorial program) and attitudes or motivation (for students in the E&YI Program) signaled progress. Becoming qualified for a particular job or securing employment (for persons in the Special Education Program and BEEP) was deemed as success.

Implications of the Study

The study is educationally significant for several reasons. First, its findings have implications for school and college personnel who are seeking methods to establish reciprocal benefits between community organizations and schools and/or colleges. Particularly because of the school desegregation efforts throughout the nation, minority community organization could serve as a valuable resource to educators.

Second, the study can be replicated by using other community organizations in an attempt to determine what their educational programs are and how they relate (or can relate) to those of schools and colleges. Third, the ACSC&UL's programs are generalizable in that they can be used as a model in other urban settings. There are approximately one hundred and nine (109) branches of the National Urban League in cities throughout the United States and similar programs could probably be instituted.

Fourth, the study has educational significance because it generates many researchable questions, particularly for experimental researchers who would seek to determine: 1) Which agency programs are as or more effective than those of the schools, and why; 2) What the schools can gain from knowledge of the agency staff's interpersonal relationships with students; 3) How an informal structure influences the effectiveness of educational programs; 4) Whether some low income youth need or respond better to a nontraditional curriculum; 5) Whether or not the instructional procedures of an agency's staff contribute positively to student achievement; 6) What community agency's staff can learn from observing or participating in school programs. Many more questions could emanate from their research.

Finally, the biracial emphasis of the ACSC&UL (and all Urban Leagues) serves as an exemplary model of racial harmony which is so necessary in urban education and from which mankind in general stands to benefit.

FOOTNOTES

[1]Tryon, Edwards, comp., The New Dictionary of Thoughts, 2d ed., rev. and enl., eds., C. N. Catrevas, Jonathan Edwards, Ralph Emerson Browns (n.p.: The Standards Book Co., 1966), p. 164.

[2]Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 5.

[3]Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research, 2d., rev. and enl. (New York: McGraw-Hill, 1966), p. 196.

[4]James A. Banks, Teaching the Black Experience (Belmont: Fearon Publishers, 1970), p. 49.

[5]Akron Community Service Center and Urban League, "An Educational Project," Akron, O., 1971, p. 1.

[6]Akron Community Service Center and Urban League, "Board Member's Guide," Akron, O., 1972, p. B-1. (Mimeographed)

[7]Conversation with Mary (Brown) Hogan Smith, Akron, Ohio. February 17, 1974.

[8]The Akron Beacon Journal, April 14, 1973, states the amount contributed by Firestone was $25,000. However, the ACSC&UL "Board Member's Guide," p. B-1 and a conversation with Mary Hogan Smith verify the amount as being $10,000.

[9]Akron Beacon Journal, April 14, 1973.

[10]Akron Community Service Center and Urban League, "Board Member's," p. B-1.

[11]Conversation, Smith.

[12]Ibid.

[13]Conversation with Raymond R. Brown, Akron, Ohio. February 17, 1974.

[14]Akron Community Service Center and Urban League, "Board Member's," p. B-1.

[15]See Akron Beacon Journal, April 14, 1973; Akron Community Service Center and Urban League's "Board Member's Guide," pp. B-1, E-1.

[16]Akron Beacon Journal, April 14, 1973.

[17]Akron Community Service Center and Urban League, Annual Report (Akron O.: n.p., 1956), p. 4.*

* Pagination was not given in these materials and therefore was assigned.

[18]Akron Community Service Center and Urban League, Annual Report (Akron, O.: n.p., 1958), p. 9.*

[19]Akron Community Service Center and Urban League, Thirty-fifth Annual Report (Akron, O.: n.p., 1960), p. 9.*

[20]Akron Community Service Center and Urban League, Thirty-sixth Annual Report (Akron, O.: n.p., 1961), pp. 8-10.*

[21]Ibid., pp. 6-7.*

[22]Akron Community Service Center and Urban League, "Schedule of Third and Fourth Quarter Activities," Akron, Ohio, 1960.

[23]Akron Community Service Center and Urban League, Thirty-sixth Annual, 1961, p. 4.*

[24]Akron Community Service Center and Urban League, Thirty-eighth Annual Report (Akron, O.: n.p., 1963), p. 5.*

[25]Ibid.

[26]Akron Community Service Center and Urban League, Thirty-ninth Annual Report (Akron, O.: n.p., 1964), p. 5.*

[27]Akron Community Service Center and Urban League, Fortieth Annual Report: Revolution of Paticipation (Akron, O.: n.p., 1965), p. 6.*

[28]See Akron Community Service Center and Urban League, Forty-first Annual Report: Action Now to Close the Gap (Akron, O.: n.p., 1966), p. 7.* ;
Akron Community Service Center and Urban League, Forty-second Annual Report: As the Barriers Fall (Akron, O.: n.p., 1967), p. 7.*; and
Akron Community Service Center and Urban League, Forty-third Annual Report: Now or Never (Akron, O.: n.p., 1968), p. 5.*

[29]Akron Community Service Center and Urban League, Forty-first Annual Report, p. 7.*

[30]Akron Beacon Journal, December 5, 1966.

[31]Interview with Rodney Dingle, Akron Community Service Center and Urban League, February 20, 1974.

[32]See Akron Community Service Center and Urban League, Forty-fifth Annual Report: Concern and Justice--Challenges of the 70's (Akron, O.: n.p., 1970), p. 9.*;
Akron Community Service Center and Urban League, Forty-sixth Annual Report: Expanding the Boundaries (Akron, O.: n.p., 1971), p. 3*; and
Akron Community Service Center and Urban League, Forty-eighth Annual Report: They Keep Coming (Akron,O.: n.p., 1973), p. 6.*

[33]See Akron Community Service Center and Urban League, Thirty-ninth Annual

Akron Community Service Center and Urban League, Fortieth Annual, p.6*; and Akron Community Service Center and Urban League, Forty-second Annual, p. 7.*

[34]Akron Community Service Center and Urban League, Forty-third Annual, p. 5.*

[35]Akron Community Service Center and Urban League, Forty-fouth Annual Report: New Thrust Toward New Opportunities (Akron, O.: n.p., 1969), p.5.*

[36]Akron Beacon Journal, August 16, 1964.

[37]Ibid.

[38]In addition to those supervisors mentioned in the ACSC&UL's Thirty ninth Annual Report, the Akron Beacon Journal, August 16, 1964, states that Ed Denning was also one who supervised the project.

[39]Akron Beacon Journal, August 16, 1964.

[40]Akron-Summit Tutorial Program, "1968-69 Proposal for Refunding," Akron, Ohio, 1968, p. iii.*

[41]Akron Community Service Center and Urban League, Fortieth Annual, p. 7.*

[42]Thomas Fuhrman, "Special Information Report on the Akron-Summit Tutorial Program," Akron, Ohio, 1973, p. 2.

[43]Akron Community Service Center and Urban League, Forty-first Annual, p. 3.*

[44]Akron Community Service Center and Urban League, Forty-second Annual, p. 3.*

[45]See Akron Community Service Center and Urban League, Forty-third Annual, p. 7*;
Akron Community Service Center and Urban League, Forty-fifth Annual, p.6*; and Akron Community Service Center and Urban League, Forty-sixth Annual, p. 4.*

[46]See Fuhrman, "Special Report," pp. 1-6.

[47]Ibid, pp. 1-2.

[48]Ibid, p. 2.

[49]Akron Community Service Center and Urban League, Forty-fourth Annual, p. 4.*

[50]Akron Community Service Center and Urban League, "An Educational Project Proposal," Akron, Ohio, 1969, p. 1.

[51]According to the "Board Member's Guide," LEAP is a Labor Education Advancement Program which has been developed on a contractual basis from the Labor Department through the National Urban League to recruit black youngsters for apprenticeship programs for the building and industrial trades. It is one of the ACSC&UL's programs.

[52]The "Board Member's Guide" states that the On-the-Job Training program is one of the agency's programs which is contracted from the Labor Department through the National Urban League. This program is designed to work with and develop job opportunities for the hard-core persons or unemployed.

[53]Akron Beacon Journal, February 14, 1971.

[54]Akron Beacon Journal, April 2, 1968.

[55]Akron Community Service Center and Urban League, "An Interim Report of the Educational Project," Akron, Ohio, 1973, p. 1.

[56]Akron Community Service Center and Urban League, "An Educational," 1971, p. 16.

[57]Akron Community Service Center and Urban League, "A Proposal for the Continued Support of an Educational Project," Akron, O., 1973, p. 4.

[58]Akron Beacon Journal, February 14, 1971

[59]Akron Community Service Center and Urban League, "An Educational Project," Akron, Ohio, 1972, p. 3.

[60]According to the ACSC&UL's "Board Member's Guide," United Services for All (USA) is a cooperative program cosponsored by the ACSC&UL and the Family and Children's Service Society. Public agencies such as the Welfare Department, Health Department, Fallsview, and the Juvenile Court have been brought into the USA agency.

[61]Akron Community Service Center and Urban League, "Black Education and Employment Program," Akron, Ohio, 1974, p. 1.* (Brochure)

[62]Interview with Vernon Odom, Sr., Akron Community Service Center and Urban League, Akron, O., February 22, 1974.

[63]Correspondence, Vernon Odom, Sr. to Shirla McClain, December 11, 1973.

[64]Silberman, Crisis, p. 5.

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